Environmental Politics
PUP 3203
Summer D 2013
Instructor: Peter Jacques

THIS IS A SERVICE LEARNING CLASS: 20 hours of Service must be approved by the instructor by 6/3 and completed by 6/28

Contacting the Professor		Contacting the Class	
Office Hrs:	Wednesdays 830-1030	Class E-mail:	Coursemail Only for regular issues; use my office email for urgent messages only.
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CAVEAT DISCIPULI ---- Course Protocols available in canvas/webcourses are part of this syllabus, students are expected to read the syllabus and protocols prior to asking questions. If you ask questions that are already answered in the syllabus or Course Protocols, we can deduct points from your overall grade. Also, professional etiquette is part of your overall grade and all assignments. This simply means that if you are disrespectful or otherwise rude I will deduct points from your grade.

Course Description
In this class we will survey several topics in (mostly U.S.) environmental politics and policy. This includes social concepts of nature, ideas and influences regarding nature, environmental political economy, and a survey of some specific environmental concerns such as pollution, resource extraction, environmental justice and sustainability. We will discuss environmental and anti-environmental movements and ideologies in addition to the role of government, civil society, and political economy in relation to human ecology (which is how human groups and society relates to nature and other groups).

Course Objectives:
In this course you will do more than learn material, though there is lot to learn! The course objectives here work on several levels.

Academic: Students will come to understand a broad history of U.S. environmentalism, anti-environmentalism, and thinking. Students will learn about environmental ethics and policy, common pool and collective action problems in the environment, environmental justice, and the general institutional environment within which environmental policies are made (or ignored).

Civic: Students will evaluate, synthesize and apply models of civic theory to environmental problems. We will confront and interrogate what it means to be a citizen of a community, and how ecology interacts with our expectations of civic responsibility.

Personal: In addition to learning, students of this course will reflect upon the notion of service, and consider their own expectations for environmental citizenship in a changing Earth system. Students will devote time and energy with others working on environmental challenges to think about what kind of life they want to live.

Required Texts

Textbooks

- *Environmental Policy Paradox*, 6th edition by Zachary Smith, Prentice Hall.--- (referred to as EPP here).

Additional Required Material

- *The Monkeywrench Gang*, Edward Abbey
- *New York Times* at least 3x weekly (NYT) You may get this FREE (YES FREE) at almost any library. OR, pay for student home delivery call *NYT at 1-800 NYTIMES.* Make sure you say you want a student subscription, they are cheaper.

Grade Categories	Description of the requirements	Weight toward final grade (1000pnts)
Informal Essays	Due Most Wednesdays, randomly graded for 50 points each	200
4 Exams	Based on readings and modules, 100 points each	400
Formal Essays	1. Book Review (100 points) 2. Service learning report (requires 20 hours of service during the term) (200 points) 3. A revision of one of the above essays (100 points)	400

ASSIGNMENTS:

Informal essays: you will be assigned 8 informal essays, found in the Assignments section of the class. These essays will ask you to analyze concepts from the course. They will not be graded for grammar but for clarity in thinking and command of the material. You will not be graded on each one. I randomly choose when to grade these essays, so submit essays for every assignment, since any of these times could be your chosen graded turn, when to grade your personal essay is decided by me.

> Directions: No less than 400 words. You are not graded on grammar but if the writing is incoherent, so is your thinking. These are thinking exercises about the material. Your thinking should identify a concept from assigned reading, explain it, then connect the concept to a New York Times article. You should properly cite your work, but the main grade is about your thinking.

Exams: 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module, found in the "Quizzes" section of canvas.

Formal Essays: Informal essays will build up to formal essays that use a book or game to explore concepts and thinking. These essays are graded on readability and thinking. One essay will be revised and submitted at the end of the semester, graded on the revision, readability, and thinking.

> Directions: No less than 500 words. You are graded on the readability of your essay. These essays focus on an issue and you are to use your module readings to think about that issue. You must use no less than 5 sources from the module, and 1 peer-reviewed journal article outside source that is not assigned in the module, and all 6 sources must be formally cited in APA format (see the library website for directions).

At the end of the term, you will choose the essay you need the most work on and revise this essay and submit this essay over again, introducing at the beginning the improvements you made in the work. The revision is graded both on the end product and the improvement made (so don't choose an essay with less to improve), and the revision is worth 75 points.

The following are the formal essay assignments:

- Book Review. 100 points. You will read a work of classic environmental fiction, *The Monkeywrench Gang*, an environmental studies classic literary work. The idea of reading fiction in a political science class is to be able to use the material to imagine other worlds, other life experiences, voices, and contexts to bring a more full educational experience to your class. Your book review must summarize the 2-3 most important points, makes connections to other thinking, and provides criticism. It does not simply recapitulate the plot, rather it draws out meaningful and insightful moments in the plot or character development. All main points (especially the criticism) should have support taken from the book; *brief* quotes are essential for this support throughout your review. This is a matter of balance because the paper needs to be

made of your own thoughts, not a string of quotes you assemble from the book, nor can the review be absent of quotes. You need the Goldilocks approach to quoting where there is "just the right amount" that support an assertion. After each quote, you should explain what the quote means and synthesize it into your essay.In particular, answer the question, "What does freedom mean to Abbey, and what is the role of the state in this freedom?"

- Service Learning Field Report, due at the end of Module 4. 200 points**.** This is a service learning class. Service learning is a university sanctioned type of class which includes community service as part of the curriculum. You will do the service learning by volunteering with a non-profit or government organization related to environmental politics (which must be approved by the instructor) over the course of the semester for no less than 20 hours. See the appropriate section in Module 1 for the entire set of directions on writing the field report. Like other formal essays, this must incorporate 7 readings, including Dobson. PLEASE do the survey on your experience afterward at: http://www.explearning.ucf.edu/categories/For%20Students/Service-Learning/210_143.aspx

- Revision. 100 points. You will describe what you revised and re-thought. Revising is not just about catching mechanical errors like missing commas, it is also about re-thinking your ideas, the structure and connection of the ideas, and the meaning of these ideas. Under your explanation of revision, paste your original essay and then the revision (or simply use track changes and paste that).